

# NAEYC EARLY CHILDHOOD PROGRAM STANDARDS

## Standard 6: NAEYC Accreditation Criteria for Teachers Standard

**Program Standard:** The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

NAEYC Number	Criteria
<b>6.A. Preparation, Knowledge, and Skills of Teaching Staff</b>	
6.A.01	All teaching staff know and use ethical guidelines in their conduct as members of the early childhood profession. (See NAEYC's <a href="#">Code of Ethical Conduct</a> )
6.A.02	<p>When working with children, all teaching staff demonstrate the ability to</p> <ul style="list-style-type: none"> <li>• interact with children without using physical punishment or any form of psychological abuse.</li> <li>• recognize health and safety hazards and protect children from harm.</li> <li>• encourage and provide children with a variety of opportunities for learning.</li> <li>• encourage and provide children with a variety of social experiences.</li> <li>• adapt and respond to changing and challenging conditions in ways that enhance program quality.</li> <li>• communicate with children and families.</li> </ul>
6.A.03	<p>Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operation including</p> <ul style="list-style-type: none"> <li>• program philosophy, values, and goals;</li> <li>• expectations for ethical conduct;</li> <li>• health, safety, and emergency procedures;</li> <li>• individual needs of children they will be teaching or caring for;</li> <li>• accepted guidance and classroom management techniques;</li> <li>• daily activities and routines of the program;</li> <li>• program curriculum;</li> <li>• child abuse and neglect reporting procedures;</li> <li>• program policies and procedures;</li> <li>• NAEYC Early Childhood Program Standards;</li> <li>• regulatory requirements.</li> </ul> <p>Follow-up training expands on the initial orientation.</p>
6.A.04	<p>Substitutes, volunteers, and other adults are given a preliminary orientation that introduces them to fundamental aspects of program operation before they begin working with children. The orientation includes health, safety, and emergency procedures; accepted guidance and classroom management techniques; child abuse and neglect reporting procedures; and regulatory requirements.</p> <p>These adults work with children under the direct supervision of qualified teaching staff. Follow-up training expands on the initial orientation.</p>
6.A.05	All teachers (see <a href="#">Definitions of Teaching Staff</a> ) have a minimum of an associate's degree or equivalent. At least 75% of teachers have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development. Note: This requirement is

	phased in between 2006 and 2020 with variations by program size; for phase in and for notes regarding degrees and equivalencies (see <a href="#">timeline for meeting Teacher Qualifications</a> )
6.A.06	<p>Assistant teachers-teacher aides (staff who implement program activities under direct supervision) have a high school diploma or GED and</p> <ul style="list-style-type: none"> <li>• 50% of assistant teachers-teacher aides have at least a Child Development Associate Credential (<a href="#">CDA</a>) or equivalent</li> <li>• 100% of assistant teachers-teacher aides who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.</li> </ul> <p>College-level course work is from regionally accredited institutions of higher education and may include distance learning or online coursework.</p> <p>If there is only one assistant teacher-teacher aide, then either of the requirements can be met.</p>
6.A.07	All teaching staff have specialized college-level course work and/or professional development training that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically. Teaching staff adapt their teaching in response to children's differences.
6.A.08	All teaching staff have specialized course work or professional development training in the program's curriculum, and in communication and collaboration skills that prepare them to participate as a member of a team.
6.A.09	All teaching staff who supervise or mentor other staff members have specialized college-level course work or professional development training and preparation in adult supervision, mentoring, and leadership development. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.
6.A.10	All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training in knowledge and skills relevant to the specific age(s) or the special circumstances/specific needs of the children they teach. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically.
6.A.11	All teachers and assistant teachers/teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities. (This criterion is an Emerging Practice.)
6.A.12	<p>All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. The course work or training may include core courses that cover these topics or courses addressing these topics specifically. The course work and training includes</p> <ul style="list-style-type: none"> <li>• family-centered practice;</li> <li>• a typical development and common health problems;</li> <li>• IDEA and other applicable laws;</li> <li>• children's and families' rights under these laws;</li> <li>• roles and responsibilities related to the IEP/IFSP;</li> <li>• strategies for supporting inclusion;</li> <li>• strategies for modifying and adapting curriculum, schedules, materials, and instruction to meet individual needs;</li> <li>• the referral and assessment process; and</li> <li>• community supports and resources.</li> </ul>
<b>6.B. Teachers' Dispositions and Professional Commitment</b>	

6.B.01	All teaching staff evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families. They add to their knowledge and increase their ability to put knowledge into practice. They develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.
6.B.02	All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community or region, and beyond. Teaching staff participate in informal or formal ways in local, state, or regional public-awareness activities related to early care by joining groups, attending meetings, or sharing information with others both at and outside the program. (This criterion is an Emerging Practice.)